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ABSTRACT

The health assessment program is part of the overall Manitoba student assessment program as recommended by the Joint Committee on Evaluation and approved by the Minister of Education. The purposes for conducting assessment programs are as follows: (1) to provide benchmark indicators about the level of student achievement in the Province of Manitoba; (2) to obtain data on student achievement that will assist in curriculum and program improvement at the provincial and local level; (3) to assist school divisions in student and system evaluation; and (4) to help teachers improve their student evaluation skills. The grade 5 and 10 tests were designed to assess student health knowledge, attitudes, and habits. Tests were administered to a sample of students selected from public schools throughout Manitoba. This preliminary report contains an overview of the procedures followed and a detailed presentation of the student data collected for the 1982 health assessment program. The data are presented in tabular form and are accompanied by a minimum of discussion, thereby providing student information for use by classroom teachers. The results provide an indication of student performance in a number of health concept areas. All data are reported on a provincial basis only. (Author/PN)

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MANITOBA HEALTH ASSESSMENT PROGRAM 1982
PRELIMINARY REPORT
GRADE 5 & 10 TEST DATA

A Report of the
Measurement and Evaluation Branch
Department of Education
Province of Manitoba

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Winnipeg

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PREFACE

The Preliminary Report is the first of two reports on the findings of the Health Assessment Program 1982. It contains a description of the assessment program and results of student performance on Health content areas and actual test items. Conclusions and recommendations will be presented in the Final Report which will be distributed to schools in September, 1982. These will be based on the interpretations of panels of teachers, additional professionals in the Health field, and members of the public. The recommendations in the Final Report will be discussed at Regional Meetings scheduled for the Fall of 1982.

The purpose of this Preliminary Report is to provide detailed information on student performance for use by classroom teachers in forming judgements about the instructional program. All data is based on the provincial sample as a whole; no individuals, schools or divisions are identified. Teachers are encouraged to review the provincial results and to compare them to those of their own students.

In this report no attempt has been made to interpret the results. Conclusions and recommendations will be made after input is obtained from the interpretation panels.

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This assessment would not have been possible without assistance from the many people involved in the development of the tests, production of reports, the co-operation of the students who wrote the tests, and the teachers of these students. Special mention must be made of a number of groups:

- The item writers who gave professional assistance in designing the test items.
- The Joint Committee on Evaluation which provided guidance throughout the program.
- The Health Technical Advisory Committee which advised on test production and analysis of results.
- The teachers and others who participated in the review of objectives.
- The school administrators, teachers, and students that were involved in the pilot testing.
- The divisions and schools that released their teachers to assist in the program.
- The staff of the Measurement and Evaluation Branch and of other Branches of the Department of Education who provided necessary support throughout the program.

A WORD OF CAUTION ABOUT THE ASSESSMENT PROGRAMS

All measurements of knowledge and attitudes are subject to errors of measurement. These errors can occur in a number of ways: the specification of skills and objectives, the selection of materials and production of test questions, the weighting of questions, the interpretation of questions by students, the presentation of results, and the interpretation of these results. In the assessment program, effort has been made to minimize the error; nevertheless, the results should be regarded as estimates of the performance of students. Individual student diagnosis or grading on the basis of the tests should be attempted only in conjunction with other tests and assessments. Furthermore, the intent of the assessments is to obtain estimates of the performance of Manitoba students in general.

In the interpretation of results it is not possible to attribute performance strengths and weaknesses to specific aspects of curriculum and instruction. In addition, a variety of societal factors must be considered. The data presented in this report provide initial estimates of the performance of Manitoba students.

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CHAPTER 1

BACKGROUND TO THE ASSESSMENT

The Health Assessment Program is part of the overall Manitoba student assessment program as recommended by the Joint Committee on Evaluation and approved by the Minister of Education. The purposes for conducting assessment programs are as follows:

1. To provide benchmark indicators about the level of student achievement in the Province of Manitoba.
2. To obtain data on student achievement that will assist in curriculum and program improvement at the provincial and local level.
3. To assist school divisions in student and system evaluation.
4. To help teachers improve their student evaluation skills.

The grade 5 and 10 tests were designed to assess student health knowledge, attitudes, and habits. Tests were administered to a sample of students selected from public schools throughout Manitoba.

This, the Preliminary Report contains an overview of the procedures which were followed and a detailed presentation of the student data collected for the Health Assessment Program 1982. The data are presented in tabular form and are accompanied by a minimum of discussion, thereby providing student information for use by classroom teachers.

The results provide an indication of student performance in a number of Health concept areas. All data are reported on a provincial basis only with no individuals, schools, or school divisions being identified.

In the Preliminary Report no attempt has been made to interpret any of the test results. Following distribution of this report to schools, meetings of teachers and others will be held. Interpretive information and conclusions will be contained in a Final Report together with more comprehensive findings and recommendations.

A teacher survey was conducted in conjunction with the assessment in order to provide teacher information that would complement the student achievement data. Results of the teacher survey will be included in the Final Report.

STEPS IN THE ASSESSMENT PROGRAM

The procedures of the Health Assessment Program are similar to those followed for previous assessments in science, mathematics and reading. Following the selection of Health as the area for assessment, a Health Technical Advisory Committee (Health TAC) and a team of item writers were established to assist in the actual production of the tests and reporting of the results.

The Health TAC consisted of six teachers with experience in teaching Health, two university health education professors, one community health educator, members of the Measurement and Evaluation Branch, and members of the Curriculum Services Branch of the Department of Education. A member of the Measurement and Evaluation Branch of the Department of Education served as chairperson of the TAC.

The team of item writers included three school Health educators and one university Health education professor.

The major steps involved in the Assessment Program are outlined below.

Step One: Identification of Objectives

The TAC identified a list of objectives from within

specific content areas of Health education for each of the two grade levels. These objectives were designed to encompass skills up to the end of grade 4 for the grade 5 test and up to the end of grade 9 for the grade 10 test.

Step Two: Selection of Objectives

Teachers of Health from districts and divisions throughout Manitoba supplemented and rated the importance of each objective for instruction and assessment.

Regional meetings were held in various locations in Manitoba for this purpose. The data collected at the meetings were compiled and used in the selection of objectives for the tests.

Step Three: Production of Test Items

The TAC recommended the format and the specifications for the tests based on the input from teachers at the regional meetings. The item writers, with the assistance of the TAC, produced test items according to the specifications. Special attention was given to the development of affective test items measuring student attitudes, habits, and feelings. Items at various cognitive levels were also produced. All test items were reviewed and modified by the TAC before inclusion in the pilot tests. This was done to ensure accuracy of the wording, appropriate readability, and technical quality of the items.

Step Four: Pilot Testing

The pilot tests were administered to several classes of students at each of the two grade levels. The test results were analyzed to determine the adequacy of test items. Items were modified or deleted as necessary by the TAC and rewritten by the item writers.

The final versions of the tests were reviewed and edited by the TAC.

Step Five: Provincial Administration of Tests

The tests were administered on the morning of Wednesday, February 17, 1982, to students in grades 5 and 10.

Approximately 10 percent of the students in grades 5 and 10 in Manitoba public schools were randomly designated for the provincial sample. Table 1 indicates the provincial sample of tests at each grade level. The actual sample of student tests analyzed was approximately 87 percent of the designated sample. The sample loss was due primarily to student absence and transfer and varied according to grade level or group tested.

Tests at both the grade 5 and 10 levels were divided into two parts, the first part containing affective items and the second part containing cognitive items. At the grade 10 level all questions were multiple choice format. Answers were placed on a standard answer sheet for machine scoring. In grade 5, all questions were multiple choice except for 4 completion items in the affective section. All affective items were answered in the test booklet and scored by Measurement and Evaluation Branch. Cognitive items were answered on a standard answer sheet for machine scoring.

TABLE 1

PROVINCIAL SAMPLE OF TESTS			
Grade	Number of Students Eligible	Number and Percentage of Students in Sample	
		Number	Percentage
5	14,880	1437	9.66
10	15,001	1211	8.07

Step Six: Reporting of Results

The Preliminary Report on Health test data (this

report) was produced and distributed to all schools.

Step Seven: Interpretation of Results

A Final Report will be produced. This report will include teacher survey results, implications, and recommendations, produced in conjunction with interpretations by a panel consisting of a representative group of Health teachers, additional professionals in the Health field, and members of the public.

FRENCH LANGUAGE VERSIONS OF THE HEALTH TESTS

The Joint Committee on Evaluation recommended that the test instruments for Health be produced in both the French and English languages at the grade 5 and 10 levels. Production of two versions of an assessment instrument in different languages is a complex procedure involving more than mere translation. Cereco Incorporated, was contracted by the Department of Education to translate the English language tests into French.

Teachers had the option of testing their students in either the English or French language. Student results are reported on a provincial basis only. Thus, there is only one set of results per grade level combined for the English and French language students in the provincial sample.

CONTENT AREAS

The Health tests were designed to provide data on a number of objectives within major content areas. The content areas were consistent throughout both the grade 5 and 10 level tests and are identified below:

Content Areas for Grade 5 and 10 Level Tests

A.	DENTAL HEALTH	importance, characteristics, purpose of teeth; environmental factors; personal care
B.	SAFETY	accidents, practices, responsible action, responsibility, life support assistance
C.	MENTAL WELL-BEING	self-concept, perception, fulfillment, personality, social learnings, personal management
D.	NUTRITION	food source, form, taste, appearance; classification; food patterns; wise food choices; diet; use for growth, repair, maintenance
E.	ENVIRONMENTAL HEALTH	effect of environmental factors; health care systems; shared community and personal cooperation
F.	PHYSICAL WELL-BEING	growth and development; body protection and support by the integumentary, muscular, skeletal, and immune system; digestive, circulatory, respiratory, and excretory systems, endocrine, nervous, and reproductive systems; sense organs, diseases, preventive practices
G.	INTERPERSONAL RELATIONSHIPS	life as a process, functions of family, lifestyle, stability, and harmony

Objectives within each content area differed according to their pertinence to each grade level. Related objectives were grouped to form subtests within each content area. The number of such subtests range from 1 to 5.

The tests were made up of both cognitive and affective level questions. The cognitive questions are representative of three levels of thinking:

1. Knowledge and Comprehension - knowledge of facts and principles and recognition of them.
2. Application - application of generalizations and principles to relatively unique settings.
3. Higher level - analysis of situations, and identification and verification of principles.

The affective questions are representative of student habits, beliefs, values, attitudes, intentions.

CHAPTER 2

GRADE 5 TEST DATA

The results of the cognitive and affective test items are reported for each subtest within each content area and are represented in separate data tables. These subtests are identified below with an indication of the number of affective and cognitive items for each subtest. The following two pages provide the format and explanation for the data that are presented in the data tables.

Subtests	NUMBER OF ITEMS Affective	Cognitive	Page of Results
Content Area			
I. Dental Health			
I.A Importance & Purpose	2	4	8-9
I.B Environmental Factors and Personal Care	2	7	10-12
II. Safety			
II.A Home and Traffic	3	8	13-16
II.B School	2	6	17-19
III. Mental Well-being			
III.A Self concept	9	2	20-21
III.B Personality	7	-	22
III.C Drug Use and Abuse, Personal Management	-	6	23-24
IV. Nutrition			
IV.A Acceptability & Appreciation	10	-	25-26
IV.B Food Groups, Nutrients	-	6	27-28
IV.C Snacks	7	2	29-31
IV.D Balanced Meals	-	4	32
V. Environmental Health			
V.A Environmental Factors	2	3	33-34
V.B Environmental Health Issues	11	2	35-37
VI. Physical Well-being			
VI.A Sense Organs	-	5	38
VI.B Hygiene	4	-	39
VI.C Fitness	1	5	40-42
VII. Interpersonal Relationships	9	4	43-45

Following the subtest data tables is a summary of the content areas. This summary includes a mean score and percent for each area as well as the percent of students who received each possible score for each content area.

This content area summary is followed by data tables on cognitive groupings within content areas. Cognitive grouping items were analyzed within each content area on the basis of two cognitive levels of thinking: 1) Knowledge and comprehension, 2) Applications and higher levels of thinking. Data tables for the cognitive groupings provide a mean score and percent of students who received each possible score for that level within each content area.

CONTENT AREA DENTAL HEALTH

Subtest I A Importance and Purpose GRADE 5 COGNITIVE

1. Teeth are used mainly for

1 A. whistling.
*86 B. chewing.
11 C. speaking.
2 D. tasting.
0 Omit

2. Select the type of teeth which are used for grinding food.

5 A. Incisors
*84 B. Molars
11 C. Cuspids
0 Omit

Percentage of provincial sample selecting each response (rounded to whole number).

The * indicates the correct option.

The number preceding "omit" indicates the percentage of students who did not select a response.

This table provides results for each possible score or mark for subtest IA, "Importance and Purpose". Each student could obtain a total score ranging from 0 to 4 as there are 4 items in this subtest.

A total score of 3 was obtained by 40 percent of students in the sample. (percentages rounded to whole number). These students had answered 3 out of 4 items correctly.

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
4	30
3	40
2	20
.	.
.	.
.	.

The average score or mean score for all students in the sample was 2.90 out of the 4 possible. This is the average number of items answered correctly.

The standard deviation of all students' scores was 0.95. This measures the spread of the score.

This is the average score expressed as a percentage. Thus, on this subtest, the provincial sample of students obtained on the average 72.5 percent of the items correct.

SUBTEST SUMMARY

Mean Score	2.90
(Standard Deviation)	(0.95)
Percent	72.5

10. When a toothbrush is not available, choose the food that would best help to clean the teeth.

*88 A. Apple
4 B. Banana
6 C. Orange
2 D. Peach
0 Omit

11. Why is flossing important for healthy teeth?

*80 A. It removes plaque and sticky foods
9 B. It helps teeth to grow straight
10 C. It keeps tooth enamel white
0 Omit

146. How often do you brush your teeth?

77	At least once a day
14	2 or 3 times a week
5	Once a week
3	Never
1	*Omit*

147. How often do you floss your teeth?

28	At least once a day
19	2 or 3 times a week
19	Once a week
32	Never
2	*Omit*

CONTENT AREA SAFETY

Subtest II A Home and Traffic

GRADE 5

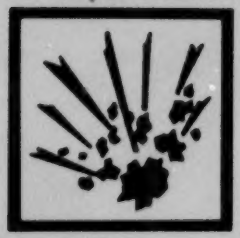
COGNITIVE

USE THE DIAGRAMS BELOW TO ANSWER QUESTIONS 12 AND 13.

A

B

C



D

12. Which label (A, B, C, or D) indicates a poison?

*85 A.

1 B.

1 C.

12 D.

0 Omit

13. Which label (A, B, C, or D) is a warning for an explosive?

1 A.

7 B.

*90 C.

2 D.

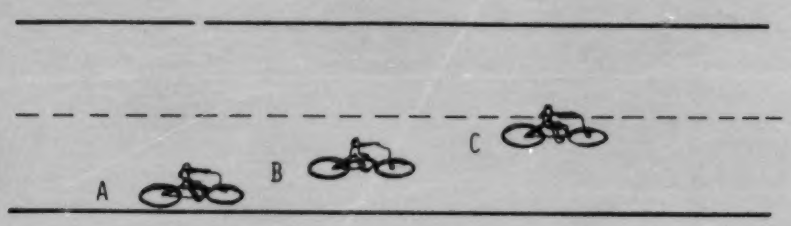
0 Omit

(Continued on next page)

PERFORMANCE ON SUBTEST	
Total Score	% of Students Receiving Each Score
8	20
7	32
6	27
5	13
4	5
3	2
2	1
1	0
0	0

SUBTEST SUMMARY	
Mean Score (Standard Deviation)	6.36 (1.36
Percent	79.5

USE THE DIAGRAM BELOW TO ANSWER QUESTION 18.



18. Three bike riders are riding straight down a highway. Which rider (A, B, or C) is in the correct part of the lane?

*94 A.
2 B.
3 C.
0 Omit

19. A bike rider wants to turn left at a busy intersection on a two-way road. The rider should

*64 A. stop and walk the bike across the road.
25 B. slow down and turn left when it is safe.
10 C. cycle to the centre of the road and turn left when it is safe.
1 Omit

20. Plastic bags are a safety hazard because they

5 A. can cause allergies.
4 B. are poisonous.
*89 C. can cause suffocation.
1 Omit

(Continued on next page)

21. If your clothing catches fire, what is the best method of putting the fire out?

1 A. Shout for help
6 B. Pour water on your clothes
*88 C. Drop and roll
4 D. Look for a blanket
1 Omit

(Continued from previous page)

24. You are standing at an intersection with traffic lights. What should you do to cross the street?

10 A. Wait for the green light, then walk across the street
10 B. Look both ways, then walk across the street
5 C. Wait for enough people, then walk across the street with them
*74 D. Wait for the green light, look both ways, then walk across the street
1 Omit

25. What is the greatest danger in moving a person who has fallen down the stairs?

*52 A. Damage to the spine may result
9 B. Bleeding may result
22 C. Severe pain may result
16 D. Dizziness and fainting may result
1 Omit

How often do you think you can prevent these accidents from happening to you?

		MOST OF THE TIME	SOME OF THE TIME	NONE OF THE TIME
1 Omit	101. Bicycle accidents	38	51	10
1 Omit	102. Playground accidents	33	51	15
2 Omit	103. Home accidents	41	48	10

CONTENT AREA: SAFETY
Subtest II B School

GRADE 5

COGNITIVE

14. Which safety rule is most important when you are in the gym?

11 A. Be careful of your teeth
*67 B. When exercising, be in control
10 C. Walk, don't run
4 D. Watch for broken glass
8 E. Don't play with matches
1 *Omit*

15. Which is the most common type of accident for school children?

*72 A. Fall
8 B. Fire
5 C. Car crash
15 D. Bike crash
0 *Omit*

16. Which safety rule is most important when you are in the halls or on stairways?

2 A. Be careful of your teeth
1 B. When exercising, be in control
*92 C. Walk, don't run
2 D. Watch for broken glass
2 E. Don't play with matches
1 *Omit*

17. Which safety rule is most important when you are at the drinking fountain?

*88 A. No pushing or bumping
1 B. When exercising, be in control
1 C. Walk, don't run
10 D. No splashing
0 *Omit*

(Continued on next page)

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
6	27
5	36
4	22
3	9
2	5
1	1
0	1

SUBTEST SUMMARY

Mean Score (Standard Deviation)	4.64 (1.23)
Percent	77.4

(Continued from previous page)

22. John is out of the classroom delivering a message for his teacher. The fire alarm rings. What should he do?

3 A. Deliver the message quickly, and then go to the nearest exit door
7 B. Return to his classroom
*73 C. Go quickly to the nearest exit door and look for his teacher outside
17 D. Report to the nearest classroom teacher
1 Omit

23. What is a good safety rule to follow before stepping up to bat in a baseball game?

*73 A. Check that the backcatcher is a safe distance away
16 B. Stand ready to hit the ball, knees bent and eyes on the pitcher
10 C. Warm up by swinging the bat
1 Omit

148. You are waiting for the teacher to enter the gym. Some of your friends are playing dodgeball. What would you do?

31	Join in the game
47	Wait for the teacher
1	Start another game
19	Tell the others to stop playing dodgeball
2	*Omit*

149. During gym class, you see that the ladder is not properly fastened to the climbing frame. You would

4	attempt to fix it yourself.
67	tell the teacher immediately.
6	tell the teacher when she is not busy.
22	warn the other children not to climb the ladder.
2	*Omit*

CONTENT AREA MENTAL WELL-BEING
Subtest III A Self-Concept

GRADE 5

COGNITIVE

26. Choose the most correct statement.

6	A.	Everyone can be a good athlete
5	B.	Everyone can do everything well
17	C.	Everyone can be a good student
*71	D.	Everyone has special abilities
1	*Omit*	

27. Bob and Ken are both eleven years old. Bob is 120 cm tall and Ken is 140 cm. Why might there be a difference in the boys' height?

6	A.	Bob does <u>not</u> get enough rest
8	B.	Ken exercises more
*84	C.	Each boy is growing at his own rate
0	*Omit*	

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
2	63
1	30
0	7

SUBTEST SUMMARY

Mean Score (Standard Deviation)	1.55 (0.63)
Percent	77.6

CONTENT AREA : MENTAL WELL-BEING

Subtest III A Self-Concept GRADE AFFECTIVE

How important are each of the following to you?

104. You help win a game			
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	36	43	20
105. You are wearing a new outfit			
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	16	42	41
106. You do well on a test			
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	83	14	2
107. You are nice to a classmate who does not have many friends			
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	57	37	5

How much respect do you have for these people?

108. People who are intelligent			
	HIGH RESPECT	MEDIUM RESPECT	LOW RESPECT
1 Omit	33	62	4
109. People who are honest			
	HIGH RESPECT	MEDIUM RESPECT	LOW RESPECT
1 Omit	76	19	3
110. People who are kind			
	HIGH RESPECT	MEDIUM RESPECT	LOW RESPECT
1 Omit	74	23	1
111. People who are hardworking			
	HIGH RESPECT	MEDIUM RESPECT	LOW RESPECT
1 Omit	55	40	3
112. People who are friendly			
	HIGH RESPECT	MEDIUM RESPECT	LOW RESPECT
1 Omit	65	32	1

How often do you feel this way at school?

	116. Happy			
		OFTEN	*SOMETIMES*	*NEVER*
1 Omit		*35*	*61*	*3*
	117. Satisfied			
		OFTEN	*SOMETIMES*	*NEVER*
2 Omit		*36*	*58*	*4*
	118. Frustrated			
		OFTEN	*SOMETIMES*	*NEVER*
1 Omit		*22*	*65*	*12*
	119. Lonely			
		OFTEN	*SOMETIMES*	*NEVER*
2 Omit		*10*	*41*	*46*
	120. Nervous			
		OFTEN	*SOMETIMES*	*NEVER*
1 Omit		*18*	*63*	*18*

150. When you feel very angry, you usually

29 think of things to make you happy.
32 stay angry for awhile.
11 are nasty with people around you.
26 talk with someone about your feelings.
2 *Omit*

151. Your parents promised to buy you a new bike. They could not keep their promise. What would you do?

26 Talk about it with your parents
24 Start saving to buy your own bike
12 Hide your disappointment from your parents
36 Forget about the new bike for now
2 *Omit*

CONTENT AREA MENTAL WELL-BEING

Subtest III C Drug Use and Abuse, Personal Management

GRADE 5

COGNITIVE

28. Which parts of the body does alcohol affect most?

32 A. Heart, lungs
8 B. Stomach, muscles
16 C. Lungs, liver
*44 D. Brain, liver
1 Omit

29. Which parts of the body does smoking affect most?

10 A. Liver, lungs
4 B. Stomach, lungs
*82 C. Heart, lungs
4 D. Heart, liver
1 Omit

30. A doctor prescribed that you take medicine for 10 days. After 6 days, you feel well. You should

*71 A. continue taking the medicine for the last 4 days.
19 B. save the medicine for when you become sick again.
4 C. give the medicine to another person who has the same illness.
6 D. destroy the rest of the medicine.
0 Omit

31. John was offered a cigarette after participating in the track meet. He refused. What would be the most important reason for his not taking the cigarette?

*87 A. He knew that smoking could cause health problems
4 B. He knew he could be asked to quit the track team
5 C. He knew his parents would not approve of his smoking
3 D. He knew that his friends did not care whether he smoked or not
1 Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
6	4
5	19
4	31
3	26
2	14
1	5
0	2

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.51 (1.29)
Percent	58.4

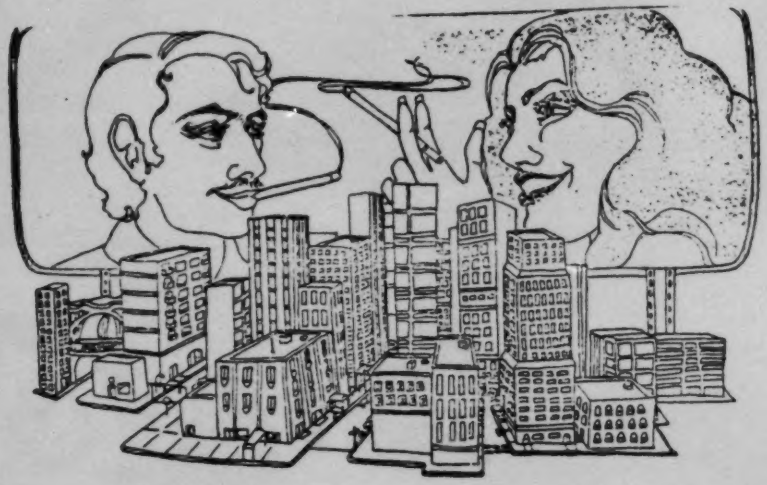
(Continued on next page)

(Continued from previous page)

32. How do Pepsi and Coca Cola affect your body?

25 A. Decrease your heart rate
15 B. Make you feel sleepy
33 C. Clog up your blood vessels
*25 D. Increase your heart rate
1 *Omit*

USE THE DIAGRAM BELOW TO ANSWER QUESTION 33.



33. The message from the ad above suggests that people should

3 A. live in the city.
*42 B. smoke.
1 C. travel.
53 D. not smoke.
1 *Omit*

CONTENT AREA : NUTRITION
Subtest IV A Acceptability and Appreciation GRADE 5 AFFECTIVE

I would eat chocolate cake because

	121. it is tasty.		
	AGREE	UNDECIDED	DISAGREE
2 Omit	75	18	6
	122. it is sweet.		
	AGREE	UNDECIDED	DISAGREE
1 Omit	41	34	23
	123. it is good for health.		
	AGREE	UNDECIDED	DISAGREE
2 Omit	8	17	73
	124. my parents gave it to me.		
	AGREE	UNDECIDED	DISAGREE
1 Omit	35	38	25

I would eat raw carrots because

	125. they are tasty.		
	AGREE	UNDECIDED	DISAGREE
1 Omit	77	13	9
	126. they are sweet.		
	AGREE	UNDECIDED	DISAGREE
2 Omit	16	24	58
	127. they are good for health.		
	AGREE	UNDECIDED	DISAGREE
2 Omit	92	4	3
	128. my parents gave them to me.		
	AGREE	UNDECIDED	DISAGREE
1 Omit	47	31	20

(Continued on next page)

155. You know what foods are good for your health.

85	Agree
11	Undecided
1	Disagree
3	Omit

160. Which do you think is most important for good digestion?

40	Eating slowly
13	Sitting up straight while eating
38	Chewing food thoroughly
5	Eating in pleasant surroundings
4	Omit

CONTENT AREA NUTRITION
Subtest IV B Food Groups, Nutrients
GRADE 5
COGNITIVE

34. Which of these foods belongs to the same food group as bananas?

*81 A. Tomatoes
7 B. Bread
2 C. Chicken
9 D. Eggs
1 *Omit*

35. To which food group does peanut butter belong?

41 A. Breads and cereals
11 B. Milk
11 C. Fruits and vegetables
*37 D. Meat
1 *Omit*

36. Which of these foods belongs to the same food group as bran muffins?

* 52 A. Rice
33 B. Butter
5 C. Apples
9 D. Cheese
1 *Omit*

(Continued on next page)

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
6	5
5	12
4	18
3	26
2	23
1	13
0	3

SUBTEST SUMMARY

Mean Score (Standard Deviation)	2.97 (1.46)
Percent	49.5

37. Oatmeal cereal, spaghetti, rice, and bread are foods high in

33 A. vitamin C.
*34 B. carbohydrates.
15 C. fats.
17 D. calcium.
1 *Omit*

38. Calcium is found in all milk products and helps to

14 A. build muscles.
6 B. digest food.
5 C. keep our skin healthy.
*73 D. build strong bones and teeth.
1 *Omit*

39. Allan ran 2 kilometres. He then ate a granola bar for energy. Why did Allan choose the granola bar?

21 A. It contains vitamins
46 B. It contains proteins
*19 C. It contains carbohydrates
13 D. It contains calcium
1 *Omit*

CONTENT AREA NUTRITION
Subtest IV C Snacks

GRADE 5

COGNITIVE

40. Identify the snack which is NOT nutritious.

5	A. Cheese and crackers
*55	B. Doughnut
20	C. Chocolate milk
19	D. Ice cream
1	*Omit*

41. From the examples, which is a nutritious snack?

3	A. Popsicle
16	B. Orange jello
5	C. Chocolate bar
*76	D. Peanuts
1	*Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
2	44
1	43
0	13

SUBTEST SUMMARY

Mean Score (Standard Deviation)	1.31 (0.69)
Percent	65.4

CONTENT AREA : NUTRITION

Subtest IV C Snacks GRADE 5 AFFECTIVE

152. If you were buying an after-school snack, you would buy a can of pop and a bag of potato chips.

30 Agree
34 Undecided
34 Disagree
2 *Omit*

153. In general, you eat snack foods that your friends eat.

26 Agree
37 Undecided
34 Disagree
2 *Omit*

156. You choose nutritious foods when you buy your own snacks.

32 Agree
50 Undecided
15 Disagree
3 *Omit*

(Continued on next page)

(Continued from previous page)

Questions 166-169 were "fill in the blanks". Students were asked what snacks they would choose: 166. at sports game, 167. at a movie, 168. after school, 169. before they went to bed. Student responses were coded according to the "4 Canada food groups" and "other". The results were as follows:

	Breads & Cereals	Meats & Meat Alternatives	Fruits & Vegetables	Milk & Milk Products	Other	Left Blank
166. at a sports game	13	20	11	2	44	9
167. at a movie	75	3	1	0	11	10
168. after school	27	3	33	6	22	9
169. before you go to bed	33	1	26	19	11	10

The 'other" category was further coded to:

1. soft drinks, 2. chips, 3. gum, 4. candies, smarties, or chocolate, 5. other.

The sum of the percentages in each question is equal to the percentage listed in the "other" category in the corresponding question in the table above.

	Drinks	Chips	Gum	Candies, Smarties, Chocolate	Other*
166. at a sports game	16	17	2	7	3
167. at a movie	5	2	0	3	3
168. after school	3	7	2	4	5
169. before you to to bed	3	1	0	1	6

* This "other" category represents all other snacks that occurred so infrequently that it was not meaningful to categorize them.

CONTENT AREA NUTRITION

Subtest IV D Balanced Meals

GRADE 5

COGNITIVE

42. Karen and Diane are eating lunch together.

Karen's lunch	Diane's lunch
milkshake	chicken drumstick
ham sandwich	carrot sticks
apple	muffin
oatmeal cookies	orange

What food can Karen share so that Diane has a balanced meal?

*31 A. Milkshake
21 B. Ham sandwich
28 C. Apple
18 D. Oatmeal cookies
1 *Omit*

43. David and Ken are planning a class party. They have selected peanuts, raisins, apples, cheese, and ice cream for the snack. For a balanced meal, what did they forget?

32 A. Meat
16 B. Fruits and vegetables
24 C. Milk
*27 D. Breads and cereals
1 *Omit*

44. Which of the following is a balanced meal?

18 A. Tuna sandwich, apple, orange juice
11 B. Peanut butter sandwich, bran muffin, carrot sticks
*56 C. Chicken sandwich, salad, and a glass of milk
14 D. Egg sandwich, oatmeal cookies and tomato juice
1 *Omit*

45. Leslie had orange juice, an egg, and toast for breakfast. Which choice of a morning snack would help balance her breakfast?

18 A. Apple
*61 B. Glass of milk
9 C. Granola bar
12 D. Carrot sticks
1 *Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
4	6
3	17
2	34
1	31
0	12

SUBTEST SUMMARY

Mean Score (Standard Deviation)	1.75 (1.07)
Percent	43.9

CONTENT AREA ENVIRONMENTAL HEALTH

Subtest V A Environmental Factors

GRADE 5

COGNITIVE

46. Why should one avoid poison ivy?

4 A. The prickles would stick into your hand
**70* B. You could get a red rash and small blisters
23 C. The flowers are poisonous
1 *Omit*

47. If your friend was stung by a bee, what is the best treatment you could give?

27 A. Pull out the stinger
24 B. Apply soothing ointment
33 C. Soak the wound in cold water
**13* D. Scrape off the stinger
1 *Omit*

49. In which location would you expect to find the lowest level of air pollution?

10 A. A seaport
15 B. A street in a large city
**63* C. A green forest
10 D. An airport
1 *Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
3	7
2	45
1	36
0	12

SUBTEST SUMMARY

Mean Score (Standard Deviation)	1.47 (0.79)
Percent	48.9

157. You notice that there is a lot of litter outside a store and you do not see a garbage can. What do you do with your gum wrapper?

7	Drop it on the ground
21	Look until you find a garbage can
70	Put your gum wrapper into your pocket
2	*Omit*

158. What do you think are the major causes of water pollution?

5	Animals
68	Man
10	Fire
14	Nature
3	*Omit*

CONTENT AREA ENVIRONMENTAL HEALTH
Subtest V B Environmental Health Issues

GRADE 5

COGNITIVE

48. If you have a cold, what is the best way to prevent others from catching it?

37 A. Cover your mouth when you cough
3 B. Wear warm clothes
3 C. Take cough syrup
*55 D. Stay at home until your cold is better
1 *Omit*

50. The best method of preventing diseases such as measles and mumps is to

9 A. get plenty of exercise and fresh air.
7 B. stay away from large crowds.
*64 C. have the proper immunization (shots).
19 D. eat the proper foods and get plenty of rest.
1 *Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
2	39
1	42
0	19

SUBTEST SUMMARY

Mean Score (Standard Deviation)	1.19 (0.74)
Percent	59.7

CONTENT AREA : ENVIRONMENTAL HEALTH

Subtest V B Environmental Health Issues GRADE 5 AFFECTIVE

How important are each of these for your community?

	134. Safe drinking water		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	84	12	2
	135. Garbage removal		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	58	36	5
	136. Clean air		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	87	10	1
	137. Play areas		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
2 Omit	30	57	11
	138. Community clubs		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	23	55	20
	139. Police service		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
2 Omit	77	18	3
	140. Good roads		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
2 Omit	59	35	4
	141. Hospital services		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	88	9	1
	142. Clean restaurants		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	49	44	6
	143. Food inspection		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
2 Omit	66	26	6

(Continued on next page)

154. When you have a cold, what do you do?

5	Tell the school nurse
63	Tell your parents
21	Take a cold medicine
8	Tell your teacher
3	Omit

CONTENT AREA PHYSICAL WELL-BEING

Subtest VI A Sense Organs

GRADE 5

COGNITIVE

51. All of these protect the ears EXCEPT

19 A. wearing a hat over the ears.
*34 B. cleaning the ears with a Q-Tip.
21 C. keeping objects out of the ears.
24 D. turning the volume down on record players.
1 *Omit*

52. All of these protect the eyes EXCEPT

6 A. sunglasses.
5 B. industrial goggles.
9 C. eyelashes.
*79 D. rubbing the eyes.
1 *Omit*

53. Which senses help us detect a fire?

5 A. Smell, touch, taste
*71 B. Smell, sight, hearing
6 C. Touch, taste, sight
16 D. Balance, smell, hearing
1 *Omit*

56. Which senses help to increase appetite?

15 A. Balance, smell
7 B. Touch, sound
*66 C. Sight, smell
10 D. Sound, smell
2 *Omit*

58. The sense organs for touch are found in the

6 A. hair.
27 B. muscles.
*49 C. skin.
17 D. bones.
2 *Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
5	10
4	28
3	30
2	18
1	10
0	4

SUBTEST SUMMARY

Mean Score (Standard Deviation)	2.99 (1.27)
Percent	59.7

CONTENT AREA : PHYSICAL WELL-BEING

Subtest VI B Hygiene

GRADE 5 AFFECTIVE

How often do you wash your hands?

	113. Before eating		
	ALWAYS	SOMETIMES	NEVER
1 Omit	51	45	3
	114. After using the toilet		
	ALWAYS	SOMETIMES	NEVER
1 Omit	73	22	3
	115. Before making lunch		
	ALWAYS	SOMETIMES	NEVER
1 Omit	55	37	6

159. How often do you think a person should have a bath or shower?

31	Once a day
51	Two or three times a week
14	Once a week
1	A few times a month
3	Omit

CONTENT AREA PHYSICAL WELL-BEING

Subtest VI C Fitness

GRADE 5

COGNITIVE

54. How does exercise help you maintain good health?

*67 A. Blood circulation is improved
25 B. Muscles become longer
7 C. Eyesight improves
1 Omit

55. Which exercise will help you improve your arm strength?

12 A. Sit-ups
*66 B. Rope climb
4 C. Vertical jumps
17 D. Skip rope
1 Omit

57. John would like to increase the strength of his legs. Select an exercise which will best help him do this.

9 A. Push-ups
*75 B. Vertical jumps
15 C. Sit-ups
1 Omit

59. The function of the lungs is to

17 A. pump blood through the body.
6 B. expand the chest.
41 C. take in oxygen.
*34 D. exchange oxygen and carbon dioxide.
1 Omit

(Continued on next page)

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
5	15
4	31
3	26
2	17
1	8
0	3

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.18 (1.29)
Percent	63.7

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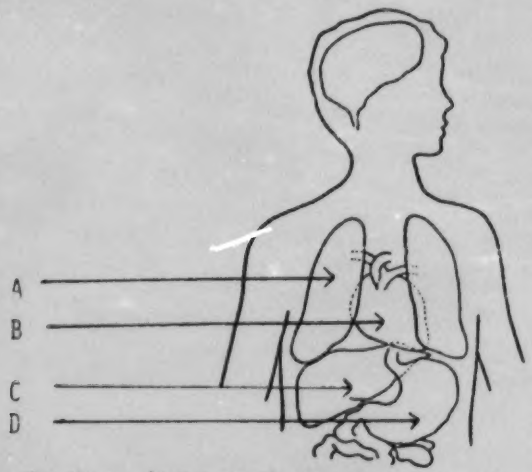
USE THE DIAGRAM BELOW TO ANSWER QUESTION 60.



60. Which letter in the diagram (A,B,C, or D) shows where one of the lungs is?

*77 A.
13 B.
6 C.
3 D.
1 *Omit*

161. Which activity do you like to do best in order to keep fit?

48	Running every day
39	Biking every day
10	Walking quickly every day
2	*Omit*

CONTENT AREA INTERPERSONAL RELATIONSHIPS **GRADE** 5 COGNITIVE

Subtest

61. Janet's mother is in bed with a cold and her younger sister is upset. How can Janet help her family?

*70 A. Read a story to her sister
10 B. Invite her friends to the house to play
12 C. Go to the store
7 D. Watch television
2 *Omit*

62. The most likely reason why two people become friends is that they

20 A. are in the same classroom.
*41 B. have the same interests.
13 C. go to the same school.
25 D. live close to one another.
2 *Omit*

63. Bill and Fred were playing with Bill's models. Fred knocked the best one on the floor and it broke. What should Bill do?

5 A. Ask Fred to apologize
*59 B. Tell Fred it was an accident and try to repair it with him
25 C. Tell Fred it is alright and hide his disappointment
9 D. Ask Fred to buy a new model
2 *Omit*

64. Mary and Jane are best friends. Jane did not choose Mary to be her partner on a Social Studies project. What is the best thing for Mary to do?

5 A. Ask another friend to talk to Jane
5 B. Feel hurt and refuse to speak to Jane
26 C. Ask the teacher to make the group larger so that Mary could be in Jane's group
*62 D. Choose another friend to be her partner
2 *Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
4	14
3	32
2	31
1	16
0	6

SUBTEST SUMMARY

Mean Score (Standard Deviation)	2.32 (1.10)
Percent	58.1

CONTENT AREA : INTERPERSONAL RELATIONSHIPS

Subtest

GRADE 5 **AFFECTIVE**

How important are these qualities in a friend?

	129. Easy to talk to		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
2 Omit	49	45	5
	130. Shares things with you		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
2 Omit	40	43	15
	131. Has the same interests as you		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
2 Omit	28	48	22
	132. Makes you feel good		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1 Omit	59	36	4
	133. Helps you make up your mind		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
2 Omit	32	50	17

(Continued on next page)

162. Which one do you think is the most important home responsibility for a child your age?

10	Helping prepare meals
37	Cleaning your bedroom
27	Helping clean up after meals
23	Doing outdoor chores
3	*Omit*

163. With whom are you most likely to discuss a personal problem?

3	Teacher
60	Parent
9	Brother or sister
25	Friend
3	*Omit*

164. Your best friend's grandparent has died. What would you do?

11	Let your friend deal with the sad feelings alone
38	Invite your friend out to play
47	Talk with your friend about the grandparent
4	*Omit*

165. What do you do after you have had a fight with a friend?

37	Stay away from your friend until feelings "cool down"
7	Choose other friends
12	Talk with your teacher or parent about the fight
40	Talk with your friend about the fight
3	*Omit*

CONTENT AREA SUMMARIES GRADE 5 COGNITIVE

DENTAL HEALTH

Total Score	% of Students Receiving Each Score
11	4
10	14
9	20
8	22
7	16
6	12
5	6
4	3
3	1
2	1
1	0
0	0

Mean Score (Standard Deviation)	7.74 (1.90)
Percent	70.4

SAFETY

Total Score	% of Students Receiving Each Score
14	7
13	18
12	23
11	19
10	14
9	7
8	5
7	3
6	2
5	1
4	1
3	0
2	0
1	0
0	0

Mean Score (Standard Deviation)	11.01 (2.16)
Percent	78.6

MENTAL WELL-BEING

Total Score	% of Students Receiving Each Score
8	3
7	15
6	24
5	25
4	17
3	9
2	4
1	2
0	1

Mean Score (Standard Deviation)	5.06 (1.59)
Percent	63.3

NUTRITION

Total Score	% of Students Receiving Each Score
12	1
11	3
10	5
9	7
8	10
7	14
6	16
5	16
4	13
3	9
2	4
1	1
0	1

Mean Score (Standard Deviation)	6.03 (2.41)
Percent	50.3

CONTENT AREA SUMMARIES | GRADE 5 | COGNITIVE

ENVIRONMENTAL HEALTH

Total Score	% of Students Receiving Each Score
5	3
4	23
3	32
2	24
1	13
0	4

Mean Score (Standard Deviation)	2.66 (1.18)
Percent	53.2

PHYSICAL WELL-BEING

Total Score	% of Students Receiving Each Score
10	3
9	10
8	19
7	18
6	16
5	12
4	10
3	6
2	4
1	2
0	1

Mean Score (Standard Deviation)	6.17 (2.17)
Percent	61.7

INTERPERSONAL RELATIONSHIPS

Total Score	% of Students Receiving Each Score
4	14
3	32
2	31
1	16
0	6

Mean Score (Standard Deviation)	2.32 (1.10)
Percent	58.0

COGNITIVE GROUPING WITHIN CONTENT AREA: Dental Health GRADE 5

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
8	5
7	17
6	24
5	25
4	16
3	8
2	3
1	1
0	0

Performance on Items	
Test Item	% of Correct Responses
1	86
2	84
3	69
4	50
5	41
6	72
7	71
8	52

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	5.25 (1.53)
Percent	66

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
3	61
2	30
1	8
0	2

Performance on Items	
Test Item	% of Correct Responses
9	82
10	88
11	80

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	2.50 (0.71)
Percent	83

COGNITIVE GROUPING WITHIN CONTENT AREA: Safety

GRADE 5

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
8	24
7	34
6	26
5	10
4	3
3	2
2	1
1	0
0	0

Performance on Items	
Test Item	% of Correct Responses
12	85
13	90
14	67
15	72
16	92
17	88
18	94
19	64

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	6.52 (1.34)
Percent	82

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
6	23
5	32
4	25
3	12
2	5
1	2
0	1

Performance on Items	
Test Item	% of Correct Responses
20	89
21	88
22	73
23	73
24	74
25	52

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	4.48 (1.26)
Percent	75

COGNITIVE GROUPING WITHIN CONTENT AREA: Mental Well-Being GRADE 5

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
5	22
4	33
3	26
2	13
1	4
0	2

Performance on Items	
Test Item	% of Correct Responses
26	71
27	84
28	44
29	82
30	71

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	3.51 (1.18)
Percent	70

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
3	10
2	43
1	40
0	7

Performance on Items	
Test Item	% of Correct Responses
31	87
32	25
33	42

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	1.55 (0.77)
Percent	52

COGNITIVE GROUPING WITHIN CONTENT AREA: Nutrition GRADE 5

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
8	2
7	9
6	14
5	20
4	22
3	17
2	10
1	5
0	1

Performance on Items	
Test Item	% of Correct Responses
34	81
35	37
36	52
37	34
38	73
39	19
40	55
41	76

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	4.28 (1.77)
Percent	54

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
4	6
3	17
2	34
1	31
0	12

Performance on Items	
Test Item	% of Correct Responses
42	31
43	27
44	56
45	61

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	1.75 (1.07)
Percent	44

COGNITIVE GROUPING WITHIN CONTENT AREA: Environment GRADE 5

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
There are no Environment items for these levels	

Performance on Items	
Test Item	% of Correct Responses
There are no Environment items for these levels	

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	
Percent	

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
5	3
4	23
3	32
2	24
1	13
0	4

Performance on Items	
Test Item	% of Correct Responses
46	70
47	13
48	55
49	63
50	64

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	2.66 (1.18)
Percent	53

COGNITIVE GROUPING WITHIN CONTENT AREA: Physical Well-Being GRADE 5

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
4	13
3	35
2	32
1	15
0	4

Performance on Items	
Test Item	% of Correct Responses
51	34
52	79
58	49
60	77

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	2.38 (1.03)
Percent	60

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
6	12
5	26
4	24
3	18
2	12
1	6
0	3

Performance on Items	
Test Item	% of Correct Responses
53	71
54	67
55	66
56	66
57	75
59	34

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	3.79 (1.53)
Percent	63

COGNITIVE GROUPING WITHIN CONTENT AREA: Interpersonal Relationships GRADE 5

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
There are no Interpersonal Relationships items for these levels	

Performance on Items	
Test Item	% of Correct Responses
There are no Interpersonal Relationships items for these levels	

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	
Percent	

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
4	14
3	32
2	31
1	16
0	6

Performance on Items	
Test Item	% of Correct Responses
61	70
62	41
63	59
64	62

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	2.32 (1.10)
Percent	58

CHAPTER 3

GRADE 10 TEST DATA

The results of the cognitive and affective test items are reported for each subtest within each content area and are represented in separate data tables. These subtests are identified below with an indication of the number of affective and cognitive items for each subtest. The following two pages provide the format and explanation for the data that are presented in the data tables.

Subtests	NUMBER OF ITEMS Affective	Cognitive	Page of Results
Content Area			
I. Dental Health			
I.A Environmental Factors and Personal Care	5	5	58-59
II. Safety			
II.A Home, School, Community, Traffic	4	6	60-62
II.B Life Support Assistance Methods	1	4	63-64
III. Mental Well-being			
III.A Self Concept and Personality	-	11	65-67
III.B Drug Use and Abuse, Personal Management Skills	6	9	68-70
IV. Nutrition			
IV.A Food Groups, Nutrients	-	3	71
IV.B Nutritional Effects	-	5	72
IV.C Food Influences, Weight Control	4	3	73-74
IV.D Consumer Knowledge Food Preparation, Balanced Meals	-	5	75
IV.E Digestion and Elimination	-	2	76
V. Environmental Health			
V.A Environmental Issues	3	4	77-78
V.B Health Care Systems Solutions	1	7	79-81
VI. Physical Well-being			
VI.A Growth and Development	-	6	82-83
VI.B Endocrine and Reproduction	1	5	84-86
VI.C Disease Control and Prevention	4	7	87-89
VII. Interpersonal Relationships			
VII.A Life as a Process	2	2	90-91
VII.B Family Functions and Stability	4	11	92-95

Following the subtest data tables is a summary of the content areas. This summary includes a mean score and percent for each area as well as the percent of students who received each possible score for each content area.

This content area summary is followed by data table on cognitive groupings within content areas. Cognitive groupin items were analyzed within each content area on the basis of tw cognitive levels of thinking: 1) Knowledge and comprehension, 2) Applications and higher levels of thinking. Data tables for the cognitive groupings provide a mean score and percent of students who received each possible score for that level within each content area.

These results are for the subtest, Environmental Factors and Personal Care.

CONTENT AREA DENTAL HEALTH

Subtest I A Environmental Factors and Personal Care

GRADE 10

COGNITIVE

36. Healtny teeth contribute to

30	A. saliva production, eating, and confidence.
*28	B. speech, face shape, and digestion.
8	C. hormone production, speech pattern, and confidence.
33	D. eating, taste, and saliva production.
1	Omit

37. Good dental care includes

1	A. drinking plenty of liquids.
*84	B. seeing a dentist regularly.
13	C. eating natural rather than processed sugar.
2	D. using a mouthwash regularly.
0	Omit

Percentage of provincial sample selecting each response (rounded to whole number).

*The * indicates the correct option.*

The number preceding "omit" indicates the percentage of students who did not select a response.

This table provides results for each possible score or mark for Environmental Factors and Personal Care. Each student could obtain a total score ranging from 0 to 5 as there are five items in this subtest.

A total score of 4 was obtained by 26 percent of students in the sample (percentages rounded to a whole number). These students had answered 4 items correctly and one incorrectly.

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
5	8
4	26
3	35
.	.
.	.
.	.

The average score or mean score for all students in the sample was 3.01 out of the five possible. This is the average number of items answered correctly.

The standard deviation of all students' scores was 1.12. This measures the spread of the scores.

This is the average score expressed as a percentage. Thus, on this subtest, the provincial sample of students obtained on the average 60.2 percent of the items correct.

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.01 (1.12)
Percent	60.2

1. Do you feel wearing mouth and eye protectors prevents injuries in sports?

85 A. Yes
9 B. No
6 C. I don't know
0 Omit

2. How often do you brush your teeth?

83 A. At least once a day
13 B. Two or more times a week
2 C. Once a week
1 D. Never
0 Omit

3. How often should you visit a dentist?

24 A. Once a year
70 B. Twice a year
5 C. When you have a toothache
1 D. Never
0 Omit

The number preceding each lettered option is the percentage of the provincial sample selecting that option (rounded to whole number).

The number preceding "omit" indicates the percentage of students who did not select a response.

CONTENT AREA DENTAL HEALTH

Subtest I A Environmental Factors and Personal Care

GRADE 10

COGNITIVE

36. Healthy teeth contribute to

30 A. saliva production, eating, and confidence.
*28 B. speech, face shape, and digestion.
8 C. hormone production, speech pattern, and confidence.
33 D. eating, taste, and saliva production.
1 *Omit*

37. Good dental care includes

1 A. drinking plenty of liquids.
*84 B. seeing a dentist regularly.
13 C. eating natural rather than processed sugar.
2 D. using a mouthwash regularly.
0 *Omit*

38. What is likely to cause bad breath?

13 A. Vitamin deficiency
10 B. Stains on teeth
*72 C. Food particles between the teeth
5 D. Not drinking enough water
0 *Omit*

39. What causes dental plaque?

31 A. Sugar, bits of food, calcium
8 B. Saliva, bacteria, calcium
14 C. Bacteria, chips of tooth, bits of food
*45 D. Saliva, bacteria, bits of food
1 *Omit*

40. What is the best way to deal with <u>most</u> bad breath?

21 A. Use mouthwash daily
*72 B. Brush and floss teeth after eating
3 C. Chew a breath mint
4 D. Rinse mouth out with water several times a day
0 *Omit*

*The number preceding each lettered option is the % of students selecting that option. The * indicates the correct option.*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
5	8
4	26
3	35
2	21
1	7
0	2

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.01 (1.12)
Percent	60.2

1. Do you feel wearing mouth and eye protectors prevents injuries in sports?

85 A. Yes
9 B. No
6 C. I don't know
0 *Omit*

2. How often do you brush your teeth?

83 A. At least once a day
13 B. Two or more times a week
2 C. Once a week
1 D. Never
0 *Omit*

3. How often should you visit a dentist?

24 A. Once a year
70 B. Twice a year
5 C. When you have a toothache
1 D. Never
0 *Omit*

4. How often do you floss your teeth?

22 A. At least once a day
17 B. Two or three times a week
19 C. Once a week
41 D. Never
0 *Omit*

5. Your friend has bad breath. What would you do to help?

27 A. Let your friend discover the problem
24 B. Suggest your friend use a mouthwash
4 C. Secretly put a brochure on your friend's desk
44 D. Suggest that your friend do something about the problem
0 *Omit*

60

CONTENT AREA SAFETY

Subtest II A Home, School, Community, Traffic

GRADE 10

COGNITIVE

41. Mrs. James wants to PREVENT accidents. What should she do?

2	A. Take the poison container to the hospital along with a child who has swallowed a poison
*92	B. Store medicines and poisonous substances out of the reach of children
5	C. Keep emergency telephone numbers next to the telephone
1	D. Buy a static-free rug for the living room floor
0	*Omit*

42. Which one of the following is a good safety rule to teach children?

*88	A. Cross streets within crosswalks, even when traffic is not heavy
9	B. Don't play between parked cars unless someone is watching
2	C. Cars yield to the person walking
1	D. Bicyclists have the right of way
0	*Omit*

43. When you lift a heavy object, you should keep your

*78	A. back straight.
5	B. knees together.
3	C. feet together.
8	D. head bent forward.
5	E. arms relaxed.
0	*Omit*

44. Why is it important to wear a face mask for certain sports?

1	A. The coach says so
1	B. It gives one an advantage in the outcome
*96	C. It protects the eyes and teeth from injury
1	D. It gives one more confidence to play better
0	*Omit*

45. What is the best way to prevent panic if a fire happens in your home?

14	A. Tell everyone to relax and keep calm
2	B. Tell everyone to run to the nearest door or window
7	C. Install smoke detectors in the house
*76	D. Have a well-practiced escape plan prepared ahead of time
1	E. Keep the Fire Department number near the telephone
0	*Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
6	22
5	44
4	21
3	8
2	3
1	1
0	1

SUBTEST SUMMARY

Mean Score (Standard Deviation)	4.68 (1.14)
Percent	78.0

(Continued on next page)

CONTENT AREA: SAFETY

Subtest II A Home, School, Community, Traffic (Continued from previous page) GRADE 10 COGNITIVE

46. Why does the principal of your school say that you should walk, not run, during the fire drill?

4	A. Running causes too much noise in the hallway
14	B. Running could fan the flames
*39	C. Walking is more efficient than running
3	D. Wants to show authority
40	E. So that the teacher's instructions can be heard
0	Omit

6. Do you feel that fire drills are effective?

71 A. Yes
18 B. No
11 C. I don't know
0 Omit

7. What do you know about fire escape routes in your school? I know the route from

3 A. my homeroom only.
46 B. some of the rooms.
45 C. all of the rooms.
5 D. none of the rooms.
0 Omit

8. How often do you read the safety rules posted in the gym and at recreation areas, i.e. swimming pool, playground?

15 A. Always
67 B. Sometimes
18 C. Never
0 Omit

9. Do you think that a driver training course would help you to prevent car accidents?

66 A. Yes
21 B. No
13 C. I don't know
0 Omit

CONTENT AREA SAFETY

Subtest II B Life Support Assistance Methods

GRADE 10

COGNITIVE

47. Which of the following is a recommended first aid procedure for shock?

5	A. Give the victim a drink of water
*71	B. Cover the victim with a blanket or coat
11	C. Keep the victim sitting up and lower the legs a few inches
12	D. Give artificial respiration
0	Omit

48. John is out hunting in the woods and finds another hunter who has been accidently shot. Blood is flowing from the wound. What should John do first?

9	A. Apply a tourniquet, then leave and go for help
4	B. Carry the victim to a car and get him to a doctor
2	C. Run for assistance
1	D. Ask the victim how the accident happened
*84	E. Apply direct pressure to stop the bleeding
0	Omit

49. Carol arrives at a car accident. A man is bleeding very badly and seems to be in shock. What should Carol do first?

7	A. Remove the man from the car
33	B. Go call an ambulance
13	C. Begin to treat the man for shock
*46	D. Try to stop the bleeding
2	E. Do nothing for fear of a lawsuit
1	Omit

50. Charles is having sharp chest pains and a hard time catching his breath. What would you do first?

10	A. Help him walk around to keep the blood circulating
17	B. Call his family physician
1	C. Find someone who has heart problems and give Charles some of his/her medication
*71	D. Have Charles lie down and call for an ambulance
0	E. Give Charles something to eat
0	Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
4	24
3	37
2	27
1	10
0	2

SUBTEST SUMMARY

Mean Score (Standard Deviation)	2.71 (0.99)
Percent	67.8

10. How valuable do you feel a first aid course would be to you in everyday living?

69 A. Very valuable
29 B. Little value
1 C. No value
0 Omit

CONTENT AREA MENTAL WELL-BEING

Subtest III A Self Concept and Personality

GRADE 10

COGNITIVE

61. A person's personality may be shown by

13 A. certain traits they inherit.
*79 B. the way one reacts to people.
4 C. growth and development of body parts.
3 D. limited brain development.
0 *Omit*

62. An important part of a good self-image is knowing that

*48 A. you are worthwhile.
2 B. you have money.
23 C. you have reached your potential.
27 D. you have good friends.
0 *Omit*

63. Identify one of the following persons who could best professionally assist a mentally ill person.

5 A. Spiritualist
*84 B. Psychiatrist
7 C. School nurse
4 D. Guidance counsellor
0 *Omit*

56. Which of the following DOES NOT usually affect the way a person behaves?

13 A. Adult guidance
8 B. Friends' opinions
11 C. Family feelings
*68 D. Normal body growth
0 *Omit*

57. Joe got a job working in the parts department of a repair shop. After working there for 6 months, another shop asked him to work for them and offered him 50¢ an hour more. Joe didn't accept because he felt he was needed. What personality trait best describes Joe in this situation?

(Continued on next page)

6 A. Confidence
*86 B. Loyalty
6 C. Kindness
2 D. Humility
0 *Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
11	14
10	23
9	22
8	16
7	10
6	7
5	4
4	2
3	1
2	1
1	1
0	0

SUBTEST SUMMARY

Mean Score (Standard Deviation)	8.50 (2.06)
Percent	77.3

(Continued from previous page)

61. Jim borrowed Pete's text book and lost it. What is the MOST responsible action for Jim to take?

4 A. Jim should tell Pete that the school will replace it
*92 B. Jim should offer to pay Pete for the lost book
2 C. Jim should do nothing and wait for Pete to say something
1 D. Jim should pretend he left it at Pete's house when nobody was at home
0 Omit

62. Mary borrowed five dollars from Sally and promised to repay her within one month. Two months have passed and Sally has not been repaid. Choose the MOST responsible way for Sally to handle this problem.

*88 A. Sally should remind Mary she owes her money and ask Mary when she will pay it
3 B. Sally should warn Mary that she will tell her older brother to force Mary to pay up
6 C. Sally should do nothing about it and hope that Mary remembers
3 D. Sally should try to borrow money from Mary and not repay it
0 Omit

63. Why does a person usually brag?

*59 A. The person is trying to improve his/her image
8 B. The person is confident and superior to others
22 C. The person feels good about himself/herself
10 D. The person doesn't consider others' feelings
0 Omit

96. An important aspect of a person's personality is being able to

3 A. produce more hormones in the body.
14 B. keep most of one's feelings to oneself.
*81 C. adapt to a number of different situations.
2 D. let others do most of the work.
0 Omit

(Continued on next page)

114. Personality changes can occur

9 A. until adulthood.
4 B. only in the first two years of life.
*84 C. throughout a person's life.
2 D. only during the growth of the fetus (unborn baby).
1 Omit

122. Sally's older sister is a straight A student. She is also captain of the basketball team and vice-president of her school class. Everyone is always telling Sally what a great sister she has. Sally is afraid she will never be as good as her sister is at everything. What is the best thing for Sally to do?

4 A. Keep her problem to herself so no one will know how she feels
5 B. Act like she doesn't care about what her sister does
7 C. Try harder to be better than her sister
*82 D. Recognize and pursue her own areas of interest and talent
2 Omit

CONTENT AREA MENTAL WELL-BEING

Subtest III B Drug Use and Abuse, Personal Management Skills

GRADE 10

COGNITIVE

54. Which of the following disorders can sometimes result from smoking?

13 A. Tooth decay
2 B. Bone disease
*75 C. Heart disease
10 D. Liver infection
0 Omit

55. One of the MOST COMMON reasons young people start smoking is that

2 A. young people are less likely to gain weight when they smoke.
*84 B. smoking makes them feel older.
1 C. smoking soothes the throat.
13 D. smoking calms the nerves.
0 Omit

58. If you feel your parents are pressuring you to get higher grades, and you think you are already doing your best work, you should

*90 A. talk this over with your parents.
2 B. stop doing any work.
1 C. complain to your friends.
8 D. ignore what your parents say.
0 Omit

59. Everyone is sometimes a little nervous in social situations. Which of the following would be the BEST thing to do to calm down?

6 A. Leave the group
5 B. Pretend that you are calm
3 C. Suffer through it
*86 D. Take a deep breath and relax
0 Omit

60. What is the best thing to do if your friends seem to have more fun than you?

*62 A. Talk to someone you trust about trying different things or how you can find satisfaction with what your friends are doing
7 B. Pretend to have fun with what your friends are doing
14 C. Look for new friends
16 D. Suffer through the experience with the hope that things will become better and more enjoyable
1 Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
9	14
8	23
7	24
6	19
5	10
4	6
3	3
2	1
1	0
0	0

SUBTEST SUMMARY

Mean Score (Standard Deviation)	6.72 (1.69)
Percent	74.7

(Continued on next page)

[Continued from previous page]

64. Sam had been friends with two other guys for over a year when they started smoking. When Sam refused to smoke, they made fun of him. Which one of the following actions might help Sam cope with his problem?

5 A. Tell his friends off
6 B. Find new friends so that he won't have to listen to the teasing
2 C. Start smoking
*86 D. Let his friends know that the decision not to smoke is his own
0 Omit

65. Does heavy cigarette smoking during pregnancy increase the chance of a baby being born with low birth weight?

*61 A. Yes
10 B. No
27 C. Sometimes
0 Omit

66. Which of the following contains a drug?

1 A. Alcohol
19 B. Marijuana
4 C. Coffee
11 D. Both A & B
*65 E. A, B, and C
0 Omit

118. Among teenagers, suicide is

*63 A. one of the leading causes of death.
14 B. a low cause of death.
12 C. more likely to happen in single parent families.
10 D. decreasing in society today.
2 Omit

11. Who has the greatest influence on you in life?

66 A. Parents
30 B. Friends
2 C. Other relatives
2 D. Teachers
0 Omit

12. Who or what influences your choice of clothes?

17 A. Parents
57 B. Friends
1 C. School regulations
22 D. Television, magazine, and newspaper ads
1 Omit

13. Sherrie, while in a drug store with her two friends, slipped some nail polish into her purse at their suggestion. She then walked past the busy check-out counter and out into the street. How do you think Sherrie probably felt when she got home?

10 A. Smart
60 B. Guilty
20 C. Ashamed
10 D. Self-confident
0 Omit

14. If you were having emotional problems, what would you do first?

26 A. Accept it as part of life and feel that it will "go away"
4 B. Seek medical help
60 C. Talk to your friends and parents
10 D. Seek help from the guidance counsellor
1 E. Seek help from the school nurse
0 Omit

15. What is your main objective during a competitive game of volleyball.

18 A. To win the game
76 B. To play the best you can, sharing the play with your teammates
2 C. Concentrate on harassing your opponents to reduce their effectiveness
4 D. I do not know
0 Omit

16. You have been invited to a party at which drugs will be used. What would you do?

14 A. Go to the party and consume drugs
48 B. Go to the party, but abstain from drugs
12 C. Make up an excuse not to attend the party
1 D. Seek guidance
26 E. Decide not to go
1 Omit

CONTENT AREA NUTRITION

Subtest IV A Food Groups Nutrients

GRADE 10 COGNITIVE

67. The best source of protein is

15 A. bananas.
*50 B. brown bread and beans.
18 C. mushrooms and carrots.
16 D. celery.
0 Omit

68. Which food is the best source of iron?

*84 A. Liver
10 B. Milk
4 C. Corn
2 D. Doughnuts
0 Omit

69. Calcium, iron and sodium are all

2 A. fats.
21 B. proteins.
17 C. vitamins.
*59 D. minerals.
0 Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
3	30
2	39
1	25
0	6

SUBTEST SUMMARY

Mean Score (Standard Deviation)	1.93 (0.89)
Percent	64.3

CONTENT AREA NUTRITION

Subtest IV B Nutritional Effects

GRADE 10

COGNITIVE

70. Which element found in your diet must be present in the blood to carry oxygen?

*63	A. Iron
7	B. Fluorine
11	C. Sodium
18	D. Potassium
0	Omit

71. If a person does not have a balanced diet, he/she will

5	A. always be hungry.
6	B. consume too many calories.
2	C. consume too few calories.
*87	D. will lack some nutrients.
0	Omit

74. Which disorder can diet help control?

5	A. Brain tumors
*70	B. Diabetes
10	C. Pneumonia
15	D. Appendicitis
0	Omit

75. Which illness would you be most likely to get due to improper diet?

36	A. Glaucoma
14	B. Tetanus
*44	C. Anemia
5	D. Mumps
1	Omit

84. Vitamins are important in your diet during

8	A. early childhood.
6	B. adolescence.
2	C. adulthood.
*84	D. the entire life cycle.
0	Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
5	20
4	33
3	27
2	14
1	4
0	1

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.47 (1.16)
Percent	69.4

CONTENT AREA NUTRITION

Subtest IV C Food Influences, Weight Control

GRADE 10

COGNITIVE

76. Betty is 14 years old and weighs 60 kilograms. Her grandmother also weighs 60 kilograms. Both are equally active. The amount of daily food requirement by Betty, compared to her grandmother's daily food requirement

*63 A. is more.
8 B. is less.
18 C. is similar.
11 D. varies.
0 Omit

77. High income families, compared to low income families, have

18 A. the means to buy more expensive food which is more nutritious.
4 B. better nutrition knowledge.
9 C. better nutrition.
*69 D. none of the above.
0 Omit

78. The major cause of overweight is

18 A. eating too much food.
33 B. eating an unbalanced diet.
*44 C. lack of physical activity.
5 D. glandular problems.
0 Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
3	22
2	41
1	29
0	9

SUBTEST SUMMARY

Mean Score (Standard Deviation)	1.76 (0.89)
Percent	58.7

17. What/who has the most influence on your eating habits?

4 A. Friends
24 B. Family
53 C. Taste
19 D. Knowledge of foods
0 Omit

18. You have been invited by a friend from a different cultural background for dinner. Which of the following would you do?

42 A. Eat all of the foods that are served
53 B. Politely decline certain food
4 C. Avoid eating by indicating that you are not hungry
2 D. Ask for additional food
0 Omit

19. What determines your selection of food when you eat lunch in a cafeteria?

61 A. Your personal tastes
6 B. Good appearance
13 C. Selecting a balance of foods
2 D. What your friends eat
17 E. Cost
1 Omit

20. If you had to shop for your own food, what would determine your choice of food purchases?

1 A. Food advertised on TV and radio
50 B. Food from the basic food groups
1 C. Foods your friends buy
47 D. What tastes best to you
0 Omit

CONTENT AREA NUTRITION

Subtest IV D Consumer Knowledge, Food Preparation, Balanced Meals

GRADE 10

COGNITIVE

79. A balanced breakfast could consist of

4 A. orange juice, milk, peanut butter and banana sandwich.
3 B. sausage, apple juice, and milk.
41 C. oatmeal, milk, grapefruit, and egg.
*51 D. either A or C.
0 Omit

80. The following nutrition information is listed on a package of food:

food energy	100	calories
protein	2.0	gm
carbohydrates	23.0	gm
fat	0.57	gm

To which food group does this belong?

23 A. Meat and meat alternatives
10 B. Milk
*55 C. Bread and cereals
12 D. Fruit and vegetables
0 Omit

81. A potato would have the most calories if it was

10 A. baked.
5 B. boiled.
15 C. raw.
*70 D. fried.
0 Omit

82. Food poisoning and spoilage can be prevented by

11 A. keeping hot foods hot and cold foods cold until served.
13 B. clean your hands and work surfaces before and after handling raw foods.
7 C. when cooking meat and poultry, use a thermometer to check the inside of the food for proper cooking temperature.
28 D. both A and B.
*40 E. A, B, and C.
0 Omit

83. Which of the following statements is true when comparing "Name Brand" and "No Name Brand" products?

2 A. "No Name Brand" products are more nutritious
6 B. "Brand Name" products are more nutritious
*87 C. Both of the above can be good quality foods
4 D. The most expensive is always the best
0 Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
5	11
4	26
3	31
2	21
1	8
0	2

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.03 (1.21)
Percent	60.6

CONTENT AREA NUTRITION

Subtest IV E Digestion and Elimination

GRADE 10

COGNITIVE

72. Digestion of food occurs in

10 A. the mouth, stomach, and spleen.
19 B. the kidneys, stomach, and small intestine.
*44 C. small intestine, mouth, and stomach.
27 D. stomach, large intestine, and adrenal gland.
0 Omit

73. Your body needs fibre to

32 A. help break down fat.
24 B. help digest protein in the stomach.
*37 C. help move foods through your intestinal tract.
7 D. help eliminate fluids.
1 Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
2	17
1	47
0	36

SUBTEST SUMMARY

Mean Score (Standard Deviation)	0.81 (0.70)
Percent	40.5

CONTENT AREA ENVIRONMENTAL HEALTH

Subtest V A Environmental Issues

GRADE 10

COGNITIVE

87. What is the MOST polluting form of transportation in our society?

5	A. Railway engine
*84	B. Automobiles
5	C. Airplane
5	D. Ocean liner
0	*Omit*

90. Most of the pollutants from industry are

4	A. biological.
*82	B. chemical.
7	C. natural.
6	D. radioactive.
1	*Omit*

91. Which of the following energy producers may release radioactive substances?

5	A. A hydro power plant
*85	B. A nuclear power plant
6	C. A solar power plant
4	D. A methane gas power plant
0	*Omit*

94. Which health problem can be caused by overexposure to the sun?

6	A. Heart disease
8	B. Asthma
*78	C. Cancer
7	D. Tuberculosis
1	*Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
4	54
3	28
2	11
1	6
0	1

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.29 (0.95)
Percent	82.3

21. Your community is planning to spray for mosquitoes. What would your reaction be to this issue?

21 A. You will be satisfied because the authorities know what they are doing
25 B. You will do little because you feel the authorities will go ahead and do it despite what you have to say
31 C. You will check the facts on the spray and the reasons for spraying and base your opinion on these facts
23 D. The issue does not concern you
0 Omit

23. A handicapped person is about to walk across a busy intersection. What would be your reaction to this situation?

57 A. Watch the person closely and assist if necessary
33 B. Offer your assistance
9 C. Ignore the situation
0 Omit

24. A large industrial firm has decided to hold a public meeting in the area in which you live. They plan to discuss the implications of operating a factory and the benefits it will offer to the community. What would be your reaction?

41 A. You would attend as a concerned citizen
31 B. You would be content to read about the meeting in the paper the next day
8 C. You couldn't care less because you are not planning to work there
20 D. The issue would be of no interest to you
1 Omit

CONTENT AREA ENVIRONMENTAL HEALTH

Subtest V B Health Care Systems, Solutions

GRADE 10

COGNITIVE

85. Which of the following would make contaminated water safe to drink?

2	A. Adding salt to the water
4	B. Leaving the water in strong sunlight for 24 hours
*81	C. Boiling the water
12	D. Adding fluoride to the water
0	Omit

86. A sanitary landfill is a system which

12	A. purifies soil.
*54	B. disposes of solid waste.
11	C. fertilizes soil.
17	D. purifies and stores water.
5	E. levels rough land for farming or housing.
1	Omit

88. The most effective way to lessen pollution is to

5	A. have more natural farming.
*35	B. educate people about pollution.
35	C. enforce laws against polluters.
24	D. make better products.
1	Omit

89. A good way for factories to lessen the effects of noise pollution on the workers is by

6	A. putting up "QUIET" signs.
20	B. using smaller machines.
5	C. not making things out of metal.
*69	D. having workers wear ear plugs.
0	Omit

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
7	9
6	25
5	29
4	19
3	10
2	4
1	2
0	1

SUBTEST SUMMARY

Mean Score (Standard Deviation)	4.77 (1.48)
Percent	68.1

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92. Communities prevent pollution of water by

*83 A. treating sewage water before it enters lakes and rivers.
3 B. breaking up ice in lakes and rivers.
10 C. keeping motor boats out of lakes and rivers.
4 D. stocking lakes and rivers with fish.
0 Omit

93. What can the community do to reduce most car accidents?

*80 A. Encourage better driving habits
14 B. Install more traffic signs
3 C. Build more roads and raise the speed limits
2 D. Have two policemen in every patrol car
0 Omit

95. What is the most important reason for testing water in a public swimming pool?

8 A. To make sure the temperature is comfortable for swimming
4 B. To make sure there is enough oxygen in the water
13 C. To make sure that a mineral balance is maintained
*75 D. To make sure that the water is free from germs
0 Omit

22. Where do you feel the major emphasis should be placed in our health care system?

49 A. Prevention
29 B. Treatment
4 C. It does not concern me
17 D. I don't know
0 Omit

CONTENT AREA PHYSICAL WELL-BEING

Subtest VI A Growth and Development

GRADE 10

COGNITIVE

97. Regular progressive exercise can affect body muscles by

6 A. causing shrinkage of muscle tissue because of the exercise demands.
*64 B. stimulating increased growth and development.
22 C. making the muscles tight and bulky.
8 D. causing wear and tear on the muscles.
0 Omit

98. The FIRST defence against an infection in the body is the

16 A. kidneys.
*46 B. skin.
29 C. circulatory system.
8 D. nervous system.
0 Omit

99. Indicate the path of the blood (correct order). After it leaves the lungs and goes through the pulmonary vein, it then goes through the

17 A. right atrium, aorta, and veins.
26 B. left ventricle, pulmonary artery, and capillaries.
*36 C. left atrium, left ventricle, and aorta.
19 D. capillaries, right ventricle, and veins.
1 Omit

108. Which physical activity performed regularly is best for improving the functional ability of the cardiovascular and respiratory systems?

3 A. Playing golf
6 B. Weight training
3 C. Tackle football
*87 D. Running
2 Omit

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PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
6	10
5	28
4	31
3	19
2	8
1	3
0	1

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.99 (1.27)
Percent	66.5

(Continued from previous page)

110. From the following statements, identify the correct comparison of the taste sense between smokers and non smokers.

4	A. Smokers have a more sensitive (better) taste of food
6	B. Smokers and non smokers have a similar taste sense of food
*76	C. Smokers have a poorer taste sense of food than non smokers
13	D. None of the above statements
1	Omit

113. A fifteen year old boy may be more highly skilled in soccer than a ten year old boy because

*91	A. his physical growth and development has progressed more.
3	B. he does not need to practice soccer.
3	C. his parents have persuaded him to play soccer.
2	D. his friends play soccer.
2	Omit

CONTENT AREA PHYSICAL WELL-BEING **GRADE 10** COGNITIVE

Subtest VI B Endocrine and Reproduction

100. Cigarette smoking during pregnancy increases the chance of a baby being born with

*31 A. lower intelligence.
57 B. unhealthy lungs.
8 C. poor vision.
3 D. a bad cough.
0 *Omit*

101. When should a woman take drugs during pregnancy?

4 A. Whenever she feels it is necessary
*91 B. Only when prescribed by her doctor
3 C. Only during the first few weeks of pregnancy
1 D. Only during the last few weeks of pregnancy
1 *Omit*

102. Which of these secretes digestive juices and makes a chemical that allows sugar to enter the body cells?

*59 A. Pancreas
18 B. Stomach
12 C. Liver
9 D. Kidneys
1 *Omit*

103. The major function of the fallopian tubes is to

24 A. provide nutrient to the fetus (unborn child).
10 B. produce female hormones.
*55 C. carry ova (eggs) to the uterus.
9 D. hold the ovaries in place in the body.
1 *Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
6	7
5	18
4	25
3	25
2	15
1	8
0	1

SUBTEST SUMMARY

Mean Score (Standard Deviation)	3.47 (1.40)
Percent	57.8

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104. What do glands, such as the pituitary, the adrenal, and the pancreas, do?

9 A. Glands send out electrical impulses to organs to signal where infections are in the body
19 B. Glands produce vitamins to aid the growth of bones and skin
22 C. Glands make new cells to replace old cells in the body
*48 D. Glands make chemicals that regulate body processes
1 Omit

109. If alcohol is consumed by an expectant mother, what may be the effect on the unborn baby?

*63 A. Retardation
17 B. Reduced activity
8 C. Blindness
10 D. No effect
1 Omit

26. The responsibility of the pregnancy of a 13-17 year old unmarried teenage girl should be carried by the

4 A. girl.
23 B. girl and her boyfriend.
5 C. girl and her parents.
66 D. girl, her boyfriend, and both their parents.
2 E. girl and community services.
1 Omit

CONTENT AREA PHYSICAL WELL-BEING

Subtest VI C Disease Control and Prevention

GRADE 10

COGNITIVE

105. At the present time, there is NO immunization for

10 A. small pox.
*68 B. gonnorhea.
7 C. measles.
14 D. polio.
1 *Omit*

106. Is it true that minors (young people below 18 years of age) can be examined and treated for venereal disease without parental consent and knowledge?

*55 A. Yes
41 B. No
2 *Omit*

107. How does a vaccine produce an immunity to a disease in the body?

10 A. It prevents germs from entering your blood stream
12 B. It fights germs in the blood
*61 C. It stimulates the body to produce anti-bodies that fight germs
16 D. It attacks and destroys disease germs
1 *Omit*

111. Most of the health problems in Canada are

30 A. caused by infectious germs.
7 B. uncontrollable.
*61 C. related to our lifestyle.
1 *Omit*

112. Jane woke up with a fever and sore throat. She should

3 A. go to school and hope that her throat will get better.
*78 B. stay home and rest.
5 C. gargle her throat with mouth wash and go to school.
12 D. take a cold medicine.
1 *Omit*

PERFORMANCE ON SUBTEST

Total Score	% of Students Receiving Each Score
7	10
6	20
5	23
4	20
3	15
2	8
1	2
0	2

SUBTEST SUMMARY

Mean Score (Standard Deviation)	4.47 (1.63)
Percent	63.9

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115. A regular health checkup will

5 A. enable you to live a long life.
12 B. keep your body free from disease.
*71 C. give you an indication of your level of health.
10 D. ensure that you will always be healthy.
2 Omit

117. A deterioration of body functions and physical abilities

23 A. occurs only as we get old.
*52 B. is affected by our living habits.
15 C. cannot be altered.
8 D. can be prevented completely.
2 Omit

25. Vaccination is as important today as it was several years ago.

76	A. Yes
9	B. No
15	C. I don't know
0	*Omit*

27. How important is it to have a regular eye and ear checkup?

4	A. Not important
36	B. Somewhat important
60	C. Very important
0	*Omit*

28. Regular medical examinations are important to

3	A. elderly persons.
3	B. infants.
93	C. everyone.
1	D. teenagers.
1	*Omit*

29. If you suspected that you might have a venereal disease, whom would you contact first?

29	A. Your parents or guardians
3	B. The school counsellor
30	C. A venereal diseases clinic
33	D. Your family doctor
3	E. Not tell anyone
1	*Omit*

CONTENT AREA INTERPERSONAL RELATIONSHIPS

Subtest VII A Life as a Process

GRADE 10

COGNITIVE

116. Growth characteristics that are common in the 12-15 year old males and females include which of the following?

14 A. Males and females are similar in physical abilities
8 B. They display a slow growth rate
*63 C. They display a personal interest in the opposite sex
12 D. They reach a full maturation level
2 Omit

119. Usually the first reaction felt upon receiving the news of the death of a loved one is

14 A. loneliness.
3 B. panic.
7 C. hostility.
*73 D. shock.
2 Omit

PERFORMANCE ON SUBTEST	
Total Score	% of Students Receiving Each Score
2	49
1	38
0	13

SUBTEST SUMMARY	
Mean Score (Standard Deviation)	1.36 (0.70)
Percent	68.0

32. Who do you think is most qualified to teach you family life education?

29 A. Teachers
6 B. Friends
59 C. Parents
5 D. The clergy
1 Omit

33. Cooking meals is a job that can be done

1 A. only by the father.
6 B. only by the mother.
92 C. by either the father or mother.
1 Omit

34. Do you think that low income parents can provide a stable home?

66 A. Yes
12 B. No
22 C. I don't know
1 Omit

35. Do you think that handicapped parents can provide a stable home?

63 A. Yes
6 B. No
29 C. I don't know
1 Omit

CONTENT AREA SUMMARIES GRADE 10 COGNITIVE

DENTAL HEALTH

Total Score	% of Students Receiving Each Score
5	8
4	26
3	35
2	21
1	7
0	2

Mean Score (Standard Deviation)	3.01 (1.12)
Percent	60.2

SAFETY

Total Score	% of Students Receiving Each Score
10	7
9	21
8	25
7	23
6	13
5	5
4	3
3	1
2	1
1	0
0	0

Mean Score (Standard Deviation)	7.40 (1.70)
Percent	74.0

MENTAL WELL-BEING

Total Score	% of Students Receiving Each Score
19,20	13
17,18	28
15,16	26
13,14	14
11,12	10
9,10	4
7, 8	2
5, 6	1
3, 4	1
1, 2	0
0	0

Mean Score (Standard Deviation)	15.22 (3.32)
Percent	76.1

NUTRITION

Total Score	% of Students Receiving Each Score
17,18	2
15,16	11
13,14	20
11,12	28
9,10	20
7, 8	11
5, 6	6
3, 4	2
1, 2	0
0	0

Mean Score (Standard Deviation)	11.00 (3.08)
Percent	61.1

CONTENT AREA SUMMARIES | GRADE 10 | **COGNITIVE**

ENVIRONMENTAL HEALTH	
11	7
10	19
9	24
8	19
7	12
6	7
5	5
4	3
3	2
2	1
1	0
0	0

PHYSICAL WELL-BEING	
18, 19	2
16, 17	11
14, 15	23
12, 13	22
10, 11	20
8, 9	12
6, 7	6
4, 5	3
2, 3	1
0, 1	0

INTERPERSONAL RELATIONSHIPS	
13	4
12	17
11	23
10	19
9	12
8	7
7	5
6	3
5	3
4	3
3	2
2	1
1	1
0	2

Mean Score (Standard Deviation)	8.06 (2.07)
Percent	73.3

Mean Score (Standard Deviation)	11.93 (3.34)
Percent	62.8

Mean Score (Standard Deviation)	9.41 (2.82)
Percent	72.4

COGNITIVE GROUPING WITHIN CONTENT AREA: Dental Health GRADE 10

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
5	8
4	26
3	35
2	21
1	7
0	2

Performance on Items	
Test Item	% of Correct Responses
36	28
37	84
38	72
39	45
40	72

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	3.01 (1.12)
Percent	60

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
There are no Dental Health Items for These Levels	

Performance on Items	
Test Item	% of Correct Responses
There are no Dental Health Items for These Levels	

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	
Percent	

COGNITIVE GROUPING WITHIN CONTENT AREA: Safety GRADE 10

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
4	66
3	26
2	6
1	2
0	1

Performance on Items	
Test Item	% of Correct Responses
41	92
42	88
43	78
44	96

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	3.54 (0.77)
Percent	89

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
6	9
5	24
4	31
3	22
2	10
1	4
0	1

Performance on Items	
Test Item	% of Correct Responses
45	76
46	39
47	71
48	84
49	46
50	71

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	3.86 (1.28)
Percent	64

COGNITIVE GROUPING WITHIN CONTENT AREA: Mental Well-Being GRADE 10

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
7	12
6	28
5	25
4	19
3	10
2	4
1	1
0	0

Performance on Items	
Test Item	% of Correct Responses
51	79
52	48
53	84
54	75
55	84
65	61
66	65

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	4.97 (1.39)
Percent	71

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
13	15
12	22
11	20
10	15
9	9
8	6
7	4
6	3
5	2
4	1
3	1
2	1
1	0
0	0

Performance on Items	
Test Item	% of Correct Responses
56	68
57	86
58	90
59	86
60	62
61	92
62	88
63	59
64	86
96	81
114	84
118	63
122	82

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	10.26 (2.41)
Percent	79

COGNITIVE GROUPING WITHIN CONTENT AREA: Nutrition GRADE 10

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
8	5
7	13
6	21
5	22
4	18
3	12
2	6
1	2
0	0

Performance on Items	
Test Item	% of Correct Responses
67	50
68	84
69	59
70	63
71	87
72	44
73	37
74	70

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	4.93 (1.67)
Percent	62

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
10	2
9	7
8	15
7	21
6	22
5	14
4	9
3	6
2	3
1	1
0	0

Performance on Items	
Test Item	% of Correct Responses
75	44
76	63
77	69
78	44
79	51
80	55
81	70
82	40
83	87
84	84

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	6.07 (1.93)
Percent	61

COGNITIVE GROUPING WITHIN CONTENT AREA: Environmental Health GRADE 10

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
7	11
6	28
5	28
4	17
3	9
2	5
1	1
0	1

Performance on Items	
Test Item	% of Correct Responses
85	81
86	54
87	84
88	35
89	69
90	82
91	85

ITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	4.90 (1.44)
Percent	70

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
4	47
3	33
2	12
1	6
0	2

Performance on Items	
Test Item	% of Correct Responses
92	83
93	80
94	78
95	75

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	3.15 (1.01)
Percent	79

COGNITIVE GROUPING WITHIN CONTENT AREA: Physical Well-Being GRADE 10

KNOWLEDGE AND COMPREHENSION

Performance on Grouping	
Total Score	% of students Receiving Each Score
10	1
9	4
8	13
7	13
6	20
5	18
4	15
3	8
2	6
1	2
0	0

Performance on Items	
Test Item	% of Correct Responses
97	64
98	46
99	36
100	31
101	91
102	59
103	55
104	48
105	68
106	55

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	5.52 (1.96)
Percent	55

APPLICATION AND HIGHER LEVELS

Performance on Grouping	
Total Score	% of students Receiving Each Score
9	12
8	21
7	20
6	19
5	13
4	8
3	3
2	2
1	1
0	1

Performance on Items	
Test Item	% of Correct Responses
107	61
108	87
109	63
110	76
111	61
112	78
113	91
115	71
117	52

COGNITIVE GROUPING SUMMARY	
Mean Score (Standard Deviation)	6.40 (1.93)
Percent	71

COGNITIVE GROUPING WITHIN CONTENT AREA: Interpersonal Relationships GRADE 10

KNOWLEDGE AND COMPREHENSION

Performance on Grouping

Total Score	% of students Receiving Each Score
3	14
2	45
1	30
0	11

Performance on Items

Test Item	% of Correct Responses
116	63
119	73
120	26

COGNITIVE GROUPING SUMMARY

Mean Score (Standard Deviation)	1.62 (0.86)
Percent	54

APPLICATION AND HIGHER LEVELS

Performance on Grouping

Total Score	% of students Receiving Each Score
10	25
9	26
8	18
7	10
6	5
5	4
4	3
3	3
2	1
1	2
0	2

Performance on Items

Test Item	% of Correct Responses
121	86
123	75
124	71
125	76
126	60
127	90
128	84
129	69
130	85
131	82

COGNITIVE GROUPING SUMMARY

Mean Score (Standard Deviation)	7.79 (2.43)
Percent	78